

Family Dynamics

Curriculum Content Frameworks

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Curriculum Content Framework

FAMILY DYNAMICS

Grade Level : 9,10,11,12

Year Course

Prerequisites: TP Foundation Core

CIP Code: 20.0121

Course Code:

Course Description: Family Dynamics focuses on the role of the family in helping individuals develop to their highest potential, in strengthening the community, and in addressing concerns of a global society. Emphasis is given to dynamics of family life, image dimensions of individuals and families, life relationships, responsible parenting, crisis management, resource management, civic responsibility, food and fitness, housing, career planning, and new technologies and trends affecting families. Upon completion of this course, the student should have an understanding of the impact of the family unit on an individual's ability to function successfully in an increasingly complex society.

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Unit 1: Dynamics of Family Life
(10 class periods)

Terminology: Culture, economy, emotional development, intellectual development, personality, physical development, role, social development

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Match terms related to dynamics of family life		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 Define Family		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
1.3 State functions of a family		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas or facts in written form in a clear, concise manner [1.6.6]

1.4 Match types of family structures with correct definitions		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
1.5 Suggest roles of family members within each type of family structure	1.5.1 Analyze family member roles within each type of family structure	Foundation Interpersonal Thinking	Listening Reading Science Writing Teamwork Knowing How to Learn	Listening for content [1.2.3]; listens to follow directions [1.2.6] Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Communicates thoughts, ideas or facts in written form in a clear, concise manner [1.6.6] Contributes to group with ideas, suggestion and effort [2.6.2] Applies new knowledge and skill to analyze family member roles [4.3.1]
1.6 Describe impact of the family on total development of members	1.6.1 Evaluate the impact of the total development of members	Foundation	Listening Reading Science	Listens for content [1.2.3]; listens to follow directions [1.2.6] Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14]

1.6 (cont'd)		Thinking	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas or facts in written form in a clear, concise manner [1.6.6]
			Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]
1.7 Designate ways culture affects human behavior		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answer/conclusion in a clear and understandable form [1.6.13]
			Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]
1.8 Name societal issues that affect the family		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answer/conclusion in a clear and understandable form [1.6.13]

Unit 2: Personality Development
(15 class periods)

Terminology: Acquired trait, attitude, character, emotional needs, environment, gender neutral, genetics, goals, heredity, inherited traits, mental needs, needs, peers, personality, physical needs, prejudice, security, self-actualization, self-concept, social needs, stereotype, unique, values, wants

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Match terms related to personality development		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
2.2 Specify ways individuals and families are unique		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
2.3 Distinguish between inherited traits and acquired traits		Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]
			Science	Describes/Explains scientific principles related to inherited traits and acquired traits [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]

2.4 Describe effects of heredity and environment on the individual	2.4.1 Compare the influence of heredity and environment on personality development	Foundation	Reading Science Writing Reasoning	Draws conclusions from what is read [1.3.12] Describes/Explains scientific principles related to heredity and environment [1.4.14] Analyzes data, summarizes results, and makes conclusions [1.6.2] Sees relationship between two or more ideas, objects, or situations [4.5.5]
2.5 Designate personal characteristics that communicate a positive impression		Foundation	Reading Writing	Draws conclusions from what is read [1.3.12] Summarizes written information [1.6.17]
2.6 Explain ways personal appearance influences self-concept		Foundation	Reading Writing Self-Esteem	Draws conclusions from what is read [1.3.12] Presents answers/conclusions in a clear and understandable form [1.6.13] Comprehends the importance of a positive self-concept [3.5.1]
2.7 Distinguish between needs and wants	2.7.1 Analyze individual and family needs and wants	Foundation	Listening Reading Science	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6] Comprehends written specifications and applies them to a task [1.3.9] Describes/Explains scientific principles related to human

2.7 (cont'd)			Writing	maintenance/management [1.4.14] Organizes information into an appropriate format [1.6.10] Contributes to group with ideas, suggestions, and effort [2.6.2]
2.8 Describe influence of needs on human behavior		Interpersonal Foundation	Teamwork	
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
2.9 Describe Maslow's hierarchy of needs	2.9.1 Determine ways to meet needs of family members within various family structures	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Speaks in a clear, concise manner [1.5.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

2.9 (cont'd)		Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]
2.10 Define short and long term goals	2.10.1 Compile a list of personal short and long terms goals	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Applies/Uses technical words and concepts [1.6.4]
2.11 Name influences on values and goals	2.11.1 Analyze influences on values and goals	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Applies information and concepts derived from printed material [1.3.3]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to analyze influences on values and goals [4.3.1]
			Problem Solving	Recognizes/Defines problem [4.4.8]

2.12 Provide examples of stereotyping		Foundation	Reading Writing	Comprehends written information from main ideas [1.3.7] Organizes information into an appropriate format [1.6.10]
2.13 Designate gender neutral attitudes	2.13.1 Determine effects of stereotyping on individuals and families	Foundation Interpersonal	Listening Reading Science Speaking Writing Cultural Diversity	Listens for content [1.2.3]; listens to follow directions [1.2.6] Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Communicates a thought, idea, or fact in spoken form [1.5.5] Analyzes data, summarizes results, and makes conclusions [1.6.2] Comprehends ideas and concepts related to gender neutral attitudes [2.2.1]; respects others' personal values, cultures, and traditions [2.2.4]

Unit 3: Life Relationships
(25-30 class periods)

Terminology: Alimony, annulment, common law marriage, divorce, dual career family, dysfunctional family, empty nest family, family life cycle, global society, interfaith marriage, intimacy, legal separation, mid-life crisis, retirement, traditional marriage, wedding

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Match terms related to life relationships		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 Name types of relationships	3.2.1 Contrast the different kinds of relationships	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
3.3 Describe effect of communication on family relationships	3.3.1 Demonstrate active listening skills. Relate the four basic elements of communication. Explain the importance of communication in family relationships	Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]

3.8 (cont'd)		Thinking	Writing Reasoning	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Uses logic to draw conclusions from available information [4.5.6]
3.9 Describe family responsibilities for weddings	3.9.1 State ways to handle common concerns when planning a wedding	Foundation	Arithmetic/Mathematics Reading Science Writing	Performs basic computations [1.1.31] Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Organizes information into an appropriate format [1.6.10]
3.10 List legal and moral commitments involved in a marriage relationship	3.10.1 Describe laws and customs connected to weddings	Foundation Thinking	Reading Science Writing Reasoning	Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Organizes information into an appropriate format [1.6.10] Extracts rules or principles from written information [4.5.4]

3.13 Match stages of the family life cycle with definitions of each	3.13.1 Compare the stages of the family life cycle common to many families	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.14 Describe family relationships during each stage of the family life cycle	3.14.1 Identify the concerns and challenges of each family life cycle stage	Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to progression.[1.1.4]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

3.17 (cont'd)			Writing	Records data [1.6.16]
3.18 List resources available to assist families with problems	3.18.1 Locate resources useful in a family crisis	Foundation	Reading Writing	Comprehends written information for main ideas [1.3.7] Records data [1.6.16]
3.18 Describe the effect of group activities outside the home on individuals and family members	3.19.1 Analyze the effect of peer relationships on families	Foundation Thinking	Reading Science Writing Reasoning	Draws conclusions from what is read [1.3.12]; follows written directions [1.3.13] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Analyzes data, summarizes results and makes conclusions [1.6.2] Sees relationship between two or more ideas, objects, or situations [4.5.5]
3.20 Name ways to effectively blend employment with family life	3.20.1 Summarize ways in which jobs affect family life, and family life affects jobs	Foundation Personal Management	Reading Science Writing Career Awareness, Development, and Mobility	Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Analyzes impact of work on individual and family life [3.1.1]

3.20 (cont'd			and Mobility	
3.21 Designate reasons for both parents working outside the home	3.21.1 Describe actions to take in response to both parents working outside the home.	Foundation	Arithmetic/ Mathematics Reading Writing	Uses basic numerical concepts in practical situations [1.1.32] Draws conclusions from what is read [1.3.12] Presents own opinion in written form in a clear, concise manner [1.6.14]
3.22 State advantages and disadvantages of adult children living with parents	3.22.1 State factors that affect the decision adult children to move back home	Foundation Thinking	Reading Writing Decision Making	Comprehends written information for main ideas [1.3.7] Organizes information into an appropriate format [1.6.10] Identifies pros and cons to assist in decision-making process [4.2.7]
3.23 Discuss challenges and concerns of aging family members	3.23.1 Research options for elder care	Foundation	Listening Reading Science	Receives and interprets verbal messages [1.2.8] Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Describes/Explains scientific principles related to human maintenance/management [1.4.14]

3.23 (cont'd)		Thinking	Speaking Writing Knowing How to Learn	Organizes ideas and communicates oral messages to listeners [1.5.7] Summarizes written information [1.6.17]; records data [1.6.16] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
	3.23.2 Determine ways to protect aging family from abuse and neglect	Foundation Thinking	Reading Science Creative Thinking	Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Forms opinions [4.1.7]
3.24 Select ways technology has influenced dual career families	3.24.1 Identify ways that technology adds convenience to living	Foundation Thinking	Reading Science Writing Reasoning	Identifies relevant details, facts, and specifications [1.3.16] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Organizes information into an appropriate format [1.6.10] Sees relationship between two or more ideas, objects, or situations [4.5.5]

3.25 State ways a global society could impact families	3.25.1 Recognize an awareness of, and respect for cultural diversity	Foundation	Listening Reading Science Writing	Listens for long-term contexts [1.2.7] Comprehends written information for main ideas [1.3.7] Analyzes environmental issues (ecology, pollution, waste management) [1.4.2] Presents own opinion in written form in a clear, concise manner [1.6.14]
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Unit 4: Responsible Parenting
15-20 class periods

Terminology: Behavior, communication, consistent, family planning, guidance, latch key child, negative reinforcement, nurturing, parenting, positive reinforcement, self-concept, self-discipline, society, "special needs" population

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Match terms related to responsible parenting		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
4.2 Name factors to consider when determining whether or not to become a parent	4.2.1 Determine reasons for having children reasons for not having children	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to costs of parenthood [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.5.5]

4.3 Explain ways parenthood affects lifestyle		Foundation	Reading	Draws conclusion from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
4.4 Designate ways changes in society could affect parents and children of the future		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Applies/Understands technical words that pertain to subject [1.3.3]; draws conclusion from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]
4.5 Describe challenges and rewards of parenthood within each type of family structure	4.5.1 Determine challenges and rewards of parenthood	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Distinguishes between fact and opinion [1.3.11]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]

4.5 (cont'd)		Thinking	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Knowing How to Learn	Applies new knowledge and skills to determine problems and rewards of parenthood [4.3.1]
4.6 List parenting options		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Records data [1.6.16]
4.7 Describe styles of parenting		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents Answers/Conclusion in a clear and understandable form [1.6.13]
4.8 Name ways children learn behavior		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]

4.9 Name guidance techniques that promote responsible, independent behavior in children	4.9.1 Analyze guidance techniques	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]; applies knowledge to complete a practical task [1.4.3]
			Speaking	Speaks in a clear, concise manner [1.5.12]
		Thinking	Writing Presents own opinion in written form in a clear, concise manner [1.6.14] Knowing How to Learn Uses available resources to acquire new skills or improve skills [4.3.4]	
4.10 Distinguish between discipline and punishment		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
4.11 Designate effective discipline techniques		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]

4.12	Designate advantages of promoting and maintaining open communication between parents and children	4.12.1	Determine ways to Promote open communication among family members	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
					Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
					Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
					Reasoning	Sees relationship between two or more ideas, objects or situations [4.5.5]
					Knowing How to Learn	Applies new knowledge and skills to determine ways to promote open communication among family members [4.3.1]
4.13	Name options for childcare			Foundation	Reading	Comprehends written information for main ideas [1.3.7]
					Writing	Records data [1.6.16]
4.13	Name characteristics of quality childcare services	4.14.1	Analyze childcare services	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
					Reading	Comprehends written information for main ideas [1.3.7]
					Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
					Writing	Evaluates written information for appropriateness/content/clarity [1.6.9] Identifies characteristics desired by organization [3.3.6]

4.14 (cont'd)		Personal Management Thinking	Organizational Effectiveness Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
4.15 List resources available to assist parents with parenting skills		Foundation	Reading Writing	Draws conclusion from what is read [1.3.12] Records data [1.6.16]

Unit 5: Crisis Management
10 class periods

Terminology: Abuse, cope, crisis, defense mechanisms, depression, peer pressure, stress, stress management, substance abuse, suicide, violence

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Match terms related to crisis management		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
5.2 Order stages of reaction to a crisis	5.2.1 Describe typical reactions during each stage	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to specific tasks [1.3.2]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Responsibility	Sets high standards for self in completion of a task [3.4.9]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to solve a problem [4.3.1]

5.3 Name situations that can cause a crisis			Foundation	Reading	Comprehends written information for main ideas [1.3.7]
				Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
				Writing	Adapts notes to a proper form [1.6.1]
			Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
5.4 Determine crises that might occur in various stages of the life cycle	5.4.1	Analyze specific crisis related to stages in the life cycle	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
				Reading	Comprehends written information for main ideas [1.3.7]
				Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
				Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

Foundation

Reading

Comprehends written information for main ideas [1.3.7]

Science

Describes/Explains scientific principles related to human maintenance/management [1.4.14]

Writing

Adapts notes to a proper form [1.6.1]

Thinking

Reasoning

Sees relationship between two or more ideas, objects, or situations
[4.5.5]

5.4 Determine crises that might occur in various stages of the life cycle

5.4.1 Analyze specific crisis related to stages in the life cycle

Foundation

Listening

Evaluates oral information/presentation [1.2.2]	
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Reading

Comprehends written information for main ideas [1.3.7]

Science

Describes/Explains scientific principles related to human maintenance/management [1.4.14]

Writing

Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

Personal Management

Responsibility

<p>Maintains a high level of concentration in completion of a task [3.4.7]</p>

5.5 Designate resources for coping with crisis	5.5.1 Research and list community resources available to aid families in crisis	Foundation	Listening	Listens for content [1.2.3]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]; acquires and processes scientific data [1.4.1]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Creative Thinking	Uses imagination to create something new [4.1.1]
5.6 Match types of defense mechanisms with correct definitions	5.6.1 Analyze defense mechanisms	Foundation	Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]
			Reading	Comprehends written information for main ideas [1.3.7]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]

5.6 (cont'd)		Personal Management	Writing	Organizes information into an appropriate format [1.6.10]; analyzes data, summarizes results, and makes conclusions [1.6.2]
			Self Esteem	Comprehends the importance of a positive self-concept [3.5.1]
5.7 Designate symptoms of stress		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to stress [1.4.14]
			Writing	Summarizes written information [1.6.17]
5.8 Select techniques for coping with stress	5.8.1 Plan coping strategies for specific types of crisis	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
5.9 Name ways a family can support individual members during crises	5.9.1 Determine effective ways to assist others in crisis	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]

5.9 (cont'd)		Thinking	Speaking Writing Creative Thinking Knowing How to Learn	Communicates a thought, idea, or fact in spoken form [1.5.5] Analyzes data, summarizes results, and makes conclusions [1.6.2] Finds new ways of dealing with existing problems/situations [4.1.5] Applies new knowledge and skills to determine effective ways to cope with crises [4.3.1]
5.10 Name types of abuse	5.10.1 Research statistics regarding the reported cases of domestic violence	Foundation	Reading	Comprehends written information for main ideas [1.3.7] Records data [1.6.16]

Unit 6: Resource Management
20-25 class periods

Terminology: Assets, ATM Technology, bank draft, beneficiary, check imaging, check register, computerized credit report, conspicuous consumption, consumer, credit, credit bureau, credit rating, debit card, estate, financial plan, fixed expenses, flexible expenses, impulse buying, inflation, insurance, interest, liabilities, management, reconcile, technology, will

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Match terms related to resource management	6.1.1 Create word games using terms	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
6.2 Chart examples of human and material resources		Foundation	Reading	Follows written directions [1.3.13]
			Writing	Writes appropriate entries [1.6.22]
6.3 State guidelines for effective money management		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to money management [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

6.4 Match steps in making a financial plan	6.4.1 Create a personal financial plan.	Foundation Personal Management Thinking	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
	6.4.2 Create a family financial plan		Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
			Responsibility	Sets high standards for self in completion of a task [3.4.9]
		Knowing How to Learn	Applies new knowledge and skills to determine money management strategies [4.3.1]	
6.5 Match types of checking accounts and savings plans with correct definitions	6.5.1 Determine money management strategies for specific family situations	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to banking services [1.1.13]
			Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
6.6 Match types of credit with correct definitions	6.6.1 Investigate laws concerning credit	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to credit [1.1.13]
			Reading	Applies/Understands technical words that pertain to subject [1.3.6]

6.6 (cont'd)			Writing	Applies/Uses technical words and concepts [1.6.4]
6.7 Designate between advantages and disadvantages of credit	6.7.1 Analyze purchases and services that warrant the use of credit	Foundation Thinking	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations [1.1.1]
			Reading	Draws conclusions from what is read [1.3.12]; follows written directions [1.3.13]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Decision Making	Demonstrates decision-making skills [4.2.4]
6.8 Designate information found on a typical computerized credit report		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to credit reports [1.1.13]
			Reading	Draws conclusions from what is read [1.3.12]

6.9 (cont'd)			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
6.9 Select ways to establish and maintain a good credit rating		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to establishing good credit [1.1.13]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
6.10 Name factors that influence consumer decision making		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to consumerism [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Summarizes written information [1.6.17]

6.11 Designate efficient shopping techniques		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to shopping techniques [1.1.4]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusion in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
6.12 List resources available to help individuals and families cope with financial problems	6.12.1 Determine causes and remedies for families experiencing financial problems	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to financial problems [1.1.13]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Determine which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]

6.13 Match types of insurance with correct definitions	6.13.1 Invite guest speaker for each type of insurance	Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
6.14 Name benefits of insurance coverage		Foundation	Arithmetic/ Mathematics Reading Writing	Comprehends mathematical ideas and concepts related to insurance coverage [1.1.13] Comprehends written information for main ideas [1.3.7] Summarizes written information [1.6.17]
6.15 Suggest ways to reduce insurance costs		Foundation Thinking	Arithmetic/ Mathematics Reading Science Writing Reasoning	Uses basic numerical concepts in practical situations [1.1.32] Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Summarizes written information [1.6.17] Sees relationship between two or more ideas, objects, or situations [4.5.5]
6.16 Describe ways economic needs change during stages in the family life cycle	6.16.1 Determine management needs for stages in the family life cycle	Foundation	Arithmetic/ Mathematics Listening Reading	Uses basic numerical concepts in practical situations [1.1.32] Listens for content [1.2.3] Comprehends written information for main ideas [1.3.7]

6.16 (cont'd)			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Summarizes written information [1.6.17]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
6.17 Provide examples of family members with special needs	6.17.1 Describe financial and time management strategies for family members with special needs	Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to financial strategies for family members with special needs [1.1.4]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]

6.18 Designate ways to prepare for financial security for the aging population	6.18.1 Plan ways to meet management needs for the aging population	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]
			Listening	Comprehends ideas and concepts related to financial needs of the elderly [1.2.1]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Speaks in a clear, concise manner [1.5.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
6.19 Describe ways technology could influence family resource management now and in the future		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Identifies relevant details, facts, and specification [1.3.16]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]

6.20 State guidelines for effective time management		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]

Unit 7: Civic Responsibility
(5-10 class periods)

Terminology: Citizen, consumer, ecology, environment, etiquette, government, legislation, natural resources, patriotism, selective service, tax, voting

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 Match terms related to civic responsibility		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
7.2 State the primary role of a citizen		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
7.3 Name rights and responsibilities of citizenship		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

7.4 List sources of government income		Foundation	Arithmetic/ Mathematics Reading Writing	Comprehends mathematical ideas and concepts related to government income [1.1.13] Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]
7.5 State ways individuals and families influence government	7.5.1 Determine ways individuals and families influence government	Foundation Thinking	Listening Reading Speaking Writing Creative Thinking	Evaluates oral information/presentation [1.2.2] Draws conclusions from what is read [1.3.12] Communicates a thought, idea, or fact in spoken form [1.5.5] Summarizes written information [1.6.17] Forms opinion [4.1.7]
7.6 State requirements for registration for selective service		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and symbols [1.6.20]
7.7 State requirements for voting		Foundation	Reading Writing	Comprehends information for main ideas [1.3.7] Organizes information into an appropriate format [1.6.10]

Unit 8: Food and Fitness
5-10 class periods

Terminology: Eating disorder, fitness, market order, nutrient, nutrition information panel, wellness

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Match terms related to food and fitness		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
8.2 Discuss factors which promote wellness	8.2.1 Develop a plan for maintaining fitness.	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
	8.2.2 Develop a plan for weight management		Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Speaks in a clear, concise manner [1.5.12]
			Writing	Communicates thoughts, ideas or facts in written form in clear, concise manner [1.6.6]
		Personal Management	Self Esteem	Develops/initiates a plan for self-improvement [3.5.4]

8.2 (cont'd)		Thinking	Knowing How to Learn	Applies new knowledge and skills to develop a plan for maintaining fitness [4.3.1]
8.3 Designate factors that influence food choices	8.3.1 Identify different eating patterns.	Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to factors that influence food choices [1.1.4]
	8.3.2 Identify your current eating habits.		Reading	Draws conclusions from what is read [1.3.12]
	8.3.3 Develop guidelines for making nutritious food choices when eating out		Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
8.4 Describe changing nutritional needs for various stages of the individual life cycle	8.4.1 Plan menus to meet nutritional needs	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations [1.1.32]; applies mathematical principles related to daily food requirements [1.1.4]
			Reading	Comprehends written information and applies it to a task [1.3.8]; follows written directions [1.3.13]
			Science	Applies knowledge to complete a practical task [1.4.3]
			Writing	Presents answers/conclusions in a clear and understandable form

8.4 (cont'd)		Personal Management Thinking	Self Esteem Creative Thinking Knowing How to Learn	[1.6.13] Develops/Initiates a plan for self-improvements [3.5.4] Combines ideas or information in a new way [4.1.2] Applies new knowledge and skills to plan menus to meet nutritional needs [4.3.1]
8.5 Name factors that influence meal planning decisions	8.5.1 Identify meal planning strategies for families 8.5.2 Determine reasons food spending varies from family to family 8.5.3 Explain how using a food budget can help control spending on food	Foundation Thinking	Reading Science Writing Reasoning	Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Summarizes written information [1.6.17] Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 9: Housing
(5-10 class periods)

Terminology: Family life cycle, FHA, Group homes, HUD, public housing, special needs assistance programs, urban renewal, VA

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 Match terms related to the living environment	9.1.1 Create a word game for terms	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
9.2 State factors to consider when choosing housing to meet the needs of all family members throughout the family life cycle	9.2.1 Use the decision making process to determine housing needs 9.2.2 Plan housing to accommodate family members with special needs	Foundation	Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

9.2 (cont'd)		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
9.3 List government assisted programs to help families meet housing needs	9.3.1 Analyze requirements for each type of government housing program	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Organizes information into an appropriate format [1.6.10]
9.4 Designate ways to make a home and neighborhood safe and secure	9.4.1 Develop a safety check list for each room in the house. (kitchen, bathroom, bedroom, storage area, child's bedroom, parent's bedroom, general living area).	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Follows safety guidelines [1.4.16]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Creative Thinking	Forms opinion [4.1.7]
9.5 Provide steps to determine the amount of money a family can afford to spend on housing	9.5.1 Determine amount of money various families can afford to spend on housing	Foundation	Arithmetic/ Mathematics	Applies mathematical formula to solve a problem [1.1.13]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]

9.5 (cont'd)		Personal Management	Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
			Knowing How to Learn	Applies new knowledge and money management skills [4.3.1]
9.6 Designate costs involved in paying for a home		Foundation	Arithmetic/Mathematics	Comprehends mathematical ideas and concepts related to buying a home [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
9.7 State ways technology affects current and future housing trends		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Thinking	Seeing Things in the Mind's Eye	Uses senses to perceive effect of technology on housing trends [4.6.5]

Unit 10: Career Planning
10 class periods

Terminology: Career, job, dual career family, job trend, resume

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 Match terms related to career planning		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
10.2 Describe effects of career choices on individuals and families	10.2.1 Analyze the effects of career choices on families	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Summarizes written information [1.6.17]; analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Career Awareness Development and Mobility	Analyzes impact of work on individual and family life [3.1.1]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

10.3 State ways technology affects job trends		Foundation	Listening	Listens for long term context [1.2.7]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to technology [1.4.14]
		Thinking	Writing	Communicates thoughts, ideas or facts in written form in a clear, concise manner [1.6.6.]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
10.4 Name steps in developing a resume	10.4.1 Analyze steps and develop resumes	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]; organizes information into appropriate format [1.6.10]
		Personal Management	Career Awareness Development and Mobility	Comprehends ideas and concepts related to developing a resume [3.1.3]

10.5 Name factors to consider when choosing a job/career		Foundation	Reading Science Writing	Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Summarizes written information [1.6.17]
10.6 Designate ways families can influence career choices	10.6.1 Analyze families influence on career choice	Foundation Personal Management Thinking	Reading Science Writing Career Awareness Development and Mobility Creative Thinking	Analyze and applies what has been read to a specific task [1.3.2] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Analyzes data, summarizes results and makes conclusions [1.6.2] Analyze impact of work on individual and family life [3.1.1] Forms opinion [4.1.7]

10.9 Describe the impact of career changes on the family		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Personal Management	Career Awareness Development and Mobility

Unit 1: DYNAMICS OF FAMILY LIFE

1. Culture – everything about the way a group of people lives.
2. Economy – a system or structure of economic life in a country.
3. Emotional Development – a developmental process that refers to the ability to experience, express, and control emotions.
4. Intellectual Development – a developmental process that refers to the growth of the brain and the use of mental skills.
5. Personality – the characteristics that make a person unique.
6. Physical Development – a developmental process that refers to the physical growth of a person's body. This growth affects height, weight, and internal body systems.
7. Role – a way of acting to fulfill certain responsibilities in life, most often taught by family members.
8. Social Development – a developmental process that refers to the way people relate to others around them.

Unit 2: PERSONALITY DEVELOPMENT

1. Acquired Trait – a trait that a person develops as a result of his or her environment.
2. Attitude – a person's basic outlook on life or a specific topic or issue.
3. Character – personal guidelines developed as a part of the socialization process that serves as a person's personal judge for every situation that he or she faces.
4. Emotional Needs – needs related to emotions and feelings that must be met in order to live a satisfying life.
5. Environment – a person's surroundings and everything in them, including both human and non-human factors.
6. Gender Neutral – without favoritism to either males or females.
7. Genetics – the scientific study of how genes are passed from one generation to another.
8. Goals – something a person wants to have or to achieve, and is willing to work for.
9. Heredity – the sum of all the qualities a person inherits from his or her parents at birth.
10. Inherited Traits – a trait that is received from a person's parents and other ancestors.
11. Mental Needs – needs related to the mind and thinking that must be met in order to live a satisfying life.
12. Needs – something that you have to have in order to live.
13. Peers – the other people in a person's age group.
14. Personality – the characteristics that make a person unique.
15. Physical Needs – the most basic human needs, including food, water, clothing, shelter and sleep.
16. Prejudice – an unfair or biased opinion based on false or insufficient information.
17. Security – freedom from apprehension; feeling safe and free from dangers.
18. Self-Actualization – people's need to develop to their full potential and be the best they can be.

- 19. Self-Concept – the mental picture people have of themselves; their opinion about themselves.
- 20. Social Needs – requirements for interacting effectively with others.
- 21. Stereotype – A belief that an entire group of people fit a fixed, common pattern—that they are alike in certain ways.
- 22. Unique – one of a kind
- 23. Values - ideas about right and wrong and what is important in your life
- 24. Wants – things that you would like to have but are not necessary for survival

Unit 3: LIFE RELATIONSHIPS

1. Alimony – financial support of an ex-spouse.
2. Annulment – a decree stating that a legal marriage never took place because of some prior condition at the time of marriage.
3. Common Law Marriage – a lifestyle in which a man and a woman live together and present themselves in public as husband and wife; but without a legal marriage ceremony. Common-law marriages are legally binding in some states.
4. Divorce – legal action that ends a marriage.
5. Dual Career Family – a family in which both husband and wife are employed outside the home.
6. Dysfunctional Family – family system in which one or more family members do not fulfill their responsibilities throwing the system out of balance.
7. Empty Nest Family – a life cycle stage in which the last child in the family leaves home.
8. Family Life Cycle – series of stages through which an average family passes.
9. Global Society – world-wide interactions with others.
10. Interfaith Marriage – persons of different religions marry each other.
11. Intimacy – closeness that develops in a personal relationship.
12. Legal Separation – a legal agreement for the couple to live apart, to divide their property, and to provide for their children.
13. Mid-Life Crisis – when a person has trouble adjusting to the changes that occur during the middle years of life.
14. Retirement – the end of paid employment, usually at age 65.
15. Traditional Marriage – a wedding that includes common customs, practices, and rites that have been handed down by ancestors.
16. Wedding – The act or ceremony of marrying.

Unit 4: RESPONSIBLE PARENTING

1. Behavior – a way of acting or responding to a situation.
2. Communication – Process of sending and receiving messages to share thoughts and feelings.
3. Consistent – repeatedly acting the same way.
4. Family Planning – a deliberate act of deciding how many children and the spacing of years between each child.
5. Guidance – help in learning acceptable behavior.
6. Latch-Key Child – a child who regularly goes home after school to an empty house or apartment.
7. Negative Reinforcement – a response that tends to discourage a particular behavior from being repeated.
8. Nurturing – providing love, support, attention, and encouragement.
9. Parenting – the process of caring for children and helping them grow and learn.
10. Positive Reinforcement – a response that encourages a particular behavior.
11. Self-Concept – the mental picture people have of themselves; their opinion about themselves.
12. Self-Discipline – the ability to direct your own behavior in a responsible way.
13. Society – individuals who live in a particular area.
14. Special Needs Population – a group of people identified as needing assistance to compensate for specific disabilities.

Unit 5: CRISIS MANAGEMENT

1. Abuse – consistent or repeated harmful actions that interfere with normal growth or development. Abuse may be classified as mental, physical, or emotional; and each classification covers several different actions.
2. Cope –to use acceptable techniques to overcome difficulties, solve a problem, or adapt to a situation.
3. Crisis – an unstable or critical situation in which the outcome will make a decisive difference for better or worse.
4. Defense Mechanisms – methods people unconsciously use to deal with life situations; used to hide or balance people's feelings and actions.
5. Depression – an overwhelming attitude or sadness, discouragement, and hopelessness.
6. Peer Pressure – persuasion to conform to the group and go along with group activities.
7. Stress – physical or psychological tensions and strain.
8. Stress Management – techniques that help a person cope responsibly and comfortably with the pressures of daily life.
9. Substance Abuse – misuse of drugs that damage an individual's health and ability to function.
10. Suicide – the act of taking one's own life.
11. Violence – when anyone harms - or threatens to harm - a person's body, feelings, or possessions. This definition was taken from the FCCLA National Project *STOP the Violence*.

Unit 6: RESOURCE MANAGEMENT

1. Assets – items of value that a person owns.
2. ATM (Automated Teller Machine) – technology that allows a bank customer to make deposits and withdrawals electronically 24 hours a day from his or her bank account.
3. Bank Draft – an automatic withdrawal from a checking account that is authorized by the account holder.
4. Beneficiary – a person named in an insurance policy to receive the money from the policy.
5. Check Imaging – miniature copies of cancelled checks that are mailed to customers.
6. Check Register – a record of deposits to and withdrawals from a checking account.
7. Computerized Credit Report – a report showing all accumulated credit data on an individual. This is used for granting or denying credit.
8. Conspicuous Consumption – buying luxury items in an attempt to increase social status.
9. Consumer – a person who uses goods and services.
10. Credit – an arrangement that allows consumers to buy goods or services now and pay for them later.
11. Credit Bureau – a company that operates for profit in the business of accumulating, storing, and distributing credit information.
12. Credit Rating – a record of whether or not a person has paid his or her bills on time in the past.
13. Debit Card – a card that automatically deducts money from your checking account when it is used for purchases.
14. Estate – The sum of all of a person's personal property, including savings, investments, and insurance benefits.
15. Financial Plan – an orderly program for spending, saving, and investing the money you earn to achieve desired goals. Also called a budget or spending plan.
16. Fixed Expenses – set costs that must be paid such as rent, insurance, and car payments.
17. Flexible Expenses – costs that do not stay the same, such as clothes and food.

- 18. Impulse Buying – making an unplanned or quick purchase without giving it much thought.
- 19. Inflation – the increased cost of living.
- 20. Insurance – protection against financial loss.
- 21. Interest – the price a borrower pays a creditor for the use of money over a period of time.
- 22. Liabilities – the legal responsibilities for another person's financial costs due to a loss or injury.
- 23. Management – using resources effectively to achieve goals and solve problems.
- 24. Reconcile – the process of matching the bank's records with the checking account balance.
- 25. Technology – the application of scientific knowledge for practical purposes such as reaching goals, meeting needs, and solving problems.
- 26. Will – a legal document that states how a person's property is to be distributed after death.

Unit 7: CIVIC RESPONSIBILITIES

1. Citizen – a person who formally owes allegiance to a government. In return, he or she gains rights and responsibilities that are protected by the laws of the government.
2. Consumer – A person who uses goods and services.
3. Ecology – the study of the relationship between living things and their environment.
4. Environment – a person's surroundings and everything in them, including both human and non-human factors.
5. Etiquette – manners established by society.
6. Government – political authority and direction over a state or nation.
7. Legislation – making or enacting laws.
8. Natural Resources – resources that occur in nature, such as air, water and trees.
9. Patriotism – love for one's country.
10. Selective Service – serving in one of the branches of armed service.
11. Tax – a mandatory payment made by an individual or organization to the government for public needs.
12. Voting – a formal expression of choice in some matter, often expressed by a written ballot.

Unit 8: FOOD AND FITNESS

1. Eating Disorder – extreme, unhealthy behavior relating to food, eating and weight.
2. Fitness – the process of maintaining good physical condition.
3. Market Order – a grocery list.
4. Nutrient – chemical substances in food that help to maintain the body.
5. Nutrition Information Panel – a special type of food label that includes information about the nutrient and caloric content of food on a per-serving basis.
6. Wellness – the process of acquiring and maintaining physical, mental, emotional, and social health.

Unit 9: HOUSING

1. Family Life Cycle – series of stages through which an average family passes.
2. FHA (Federal Housing Administration) – guarantees the lender the mortgage will be paid. This assistance is available if a family meets certain qualifications.
3. Group Homes – available for children or teens that live in abusive families. Counselors provide care and counseling to cope with problems stemming from abuse.
4. HUD – The United States Department of Housing and Urban Development provides funding for housing for the elderly and disabled.
5. Public Housing – Low cost housing units designed for low income families. The amount of rent is set as a percentage of the renter's income.
6. Special Needs Assistance Programs – Grants states and communities funds for housing for the homeless.
7. Urban Renewal – To try to revive a run down section of a city.
8. VA (Veteran's Administration) – guarantees home loans for veterans who qualify.

Unit 10: CAREER PLANNING

1. Career – an occupation to which you have made a long term commitment.
2. Dual Career Family – a family in which both husband and wife are employed outside the home.
3. Job – a position in which a person works to earn an income.
4. Job Trend – a general tendency; where the greatest number of employment opportunities are expected to be.
5. Resume – a summary of your qualifications for a job.